

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Leschi Elementary

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Leschi Elementary serves 337 students in grades Kindergarten through 5<sup>th</sup> grade. The student population consists of approximately 36% Black and African American students, 36% White/Caucasian students, 12% Hispanic/LatinX students, 14% multi-racial students, 2% Asian students, and less than 1% of American Indian/Alaskan Native/Native Hawaiian/Pacific Islander students. 11% of Leschi students receive ELL services, 13% of students receive special education services, 47% of students receive free and reduced lunch, and 14% of Leschi students experience homelessness. Leschi's core beliefs are that learning is built on quality instruction and active participation of learners, that children are complex human beings with varying learning strengths, that children learn best when their basic human needs are fulfilled, and that successful schools build strong, collaborative community partnerships.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

At least 37% of 3<sup>rd</sup> grade students of color furthest from educational justice will meet or exceed standards through Tier 1 and Tier 2 supports for students as measured by CCC assessments, classroom-based assessments, and the English Language Arts Smarter Balanced Assessment by June 2021.

## **Target Goal #1:**

3<sup>rd</sup> grade students of color furthest from educational justice will meet standards or higher through CCC whole group and small group instruction, SIPPS intervention support for students below standard in reading, additional support and tutoring in literacy from school partners, and through monthly data team meetings and analysis to monitor the progress of students as measured by CCC assessments, classroom-based assessments, and the English Language Arts Smarter Balanced Assessment by June 2021.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

Leschi Elementary will increase the percentage of students with fewer than 5 days absent in the first semester (September 4, 2020 until January 31, 2021) from 60.7% to 80%, and will increase the percentage of students with fewer than 5 days absent in the second semester (February 2, 2021 until June 18, 2021) from 84.1% to 90% through the creation of positive relationships between students and staff, regular school communications with families, holding attendance meetings with families, providing lessons to all students that include Signature Practices for social-emotional well-being, and progress monitoring of attendance by June 2021.

### **Supplementary Goals**

Leschi will increase the percentage of students meeting standard in SBA/MAP for ELA in grades K-5 to at least 60% through small group targeted instruction for students below standard in literacy, PLC's aligning curriculum and evaluating student work for follow-up instructional support, and through monitoring student literacy growth using F&P, MAP, CBA's and interim assessments by June 2021.

Leschi Elementary will increase the percentage of students responding favorably to the questions on classroom environment components by at least 10% through continued implementation of PBIS practices, professional development for staff on trauma-informed practices, student check-ins, Student Equity Team (K-5) work and collaboration, leadership work with the Rising Sons and Daughters African American students' group as measured by the 2021 Spring Student Climate Survey by June 2021.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality,

culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

We are fortunate to be a Levy school, so we have gone through extensive analysis of our academic and social emotional data in this last year. We have set targets for school year 2020-21 based on this analysis:

- ELA 3<sup>rd</sup>-5<sup>th</sup> Grade: At least 60% of students will meet ELA Standards
- Math 3<sup>rd</sup>-5<sup>th</sup> Grade: At least 50% of students will meet Math Standards
- Math 1<sup>st</sup> and 2<sup>nd</sup> Grade: At least 80% of first and second graders will meet Math projected growth
- ELL 1<sup>st</sup>-5<sup>th</sup>: At least 80% of ELL Program students will make gains on ELPA 21
- Attendance (Excused and Unexcused): 80% of K-5 Students will have fewer than 5 absences in the first semester and 90% of students will have fewer than 5 absences in the second semester

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

With support from our Levy funding and professional development, we are working together to identify our students who need support in Tier 1, 2 or 3 strategies and to share data systematically checking on their progress at monthly intervals. Our Intervention Teachers and tutors focus on students receiving Tier

# Leschi Elementary



2 supports, and Classroom, Special Education, and ELL teachers focus on students receiving Tier 3 supports. We have an MTSS team that meets to coordinate academic, social-emotional/behavioral, and health supports for students. We also have a Coordinated Care Team that works to coordinate social and health services.

## **Practices and Strategies**

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

We use the Center for the Collaborative Classroom (CCC) curriculum for whole class and small group instruction in literacy. For our Tier 2 (slightly below grade level) and Tier 3 (well-below grade level) services, we supplement with CCC materials (Being a Reader curriculum), Fountas and Pinnell's Leveled Language Intervention, and Systematic Instruction in Phonological Awareness-Phonics-and-Sight Words (SIPPS).

In math, we use a curriculum with both in-person and online resources, while our math intervention team uses curricular materials and strategies in math fluency to support students who are below grade-level standard. Our teachers collaborate with bilingual, tutors, special education, and other intervention staff who push into the classroom to support ELL students with math understanding.

## **Safe and Welcoming Environment**

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

# Leschi Elementary



Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Our students and families are welcomed to our school by our staff in the front office, other school staff, and most importantly, by our classroom teachers and other school staff. Our staff also make home visits, communicate with all families, and have a parent/family handbook that gives information about procedures and systems at the school. For social-emotional learning, we are using RULER, Positive Behavioral Interventions and Supports (PBIS) and supplementing with Mind-Up, Kelso's Choices, peer mediations, and mindfulness. Additionally, Leschi has a Student Equity Team so students can be a part of important school decisions and to provide input and feedback to the staff and community.

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

Leschi Elementary will have 100% participation in our family conferences and our teachers will connect with families before the school year begins through multiple forms of communication, offering virtual and in-person meetings, and offering a second family conference for our students furthest from educational justice prior to the second trimester progress reports are sent out. The goal will be measured by communication logs for tracking family communication and participation in conferences and also through increased metrics on the 2021 Spring Family Climate Survey by June 2021.

We will engage families of color, especially our families of African American boys and girls through the Rising Sons and Daughters program, affinity groups, and African American family groups that will offer listening sessions and training for families of African American boys and girls. Feedback forms, surveys, and participation numbers in the affinity groups and programs will be used to measure this goal by June 2021.

Leschi Elementary will increase the percentage of students with fewer than 5 days absent in the first semester (September 4, 2020 until January 31, 2021) from 60.7% to 80%, and will increase the percentage of students with fewer than 5 days absent in the second semester (February 2, 2021 until June 18, 2021)

# Leschi Elementary



from 84.1% to 90% through the creation of positive relationships between students and staff, regular school communications with families, holding attendance meetings with families, providing lessons to all students that include Signature Practices for social-emotional well-being, and progress monitoring of attendance by June 2021.

## **Plans for Family Engagement**

We rely on several modes to encourage and nurture family engagement: school events for families (Jump Start, Family Fall Festival, Curriculum Night, Taste of Leschi, Black History Night, All School Family Dance, Jogathon, and Field Day), school communication (print and email school newsletters, the school website, robo-calls, classroom newsletters and communications), and daily outreach calls and connections via text messages and verbally when we see parents at pick up and drop off, or in the remote environment.

Additionally, we have an active PTA, Parent Equity Team, and have parent representation on our BLT. We have created a diverse parent group that the BLT parent representative reports to and seeks out input as we made decisions, while we are exploring other strategies to listen and partner with families that are furthest from educational justice and have not engaged with the school for many valid reasons. We survey our families after events to ensure that we are meeting the needs of our diverse community, and we send out information regarding school systems, information, and procedures via our electronic handbook.